

TN


Department of
Education



Read to Be Ready

Coaching Network
Cohort 2

Tennessee Department of Education | May 2017



The Read to be Ready network has given me a renewed excitement for the future of literacy instruction in our schools. This is the most focused and comprehensive literacy initiative we have had, and the shifts that are happening in our classrooms are real and lasting. Giving authentic literature the chance to affect our students on a deep, personal level by revisiting texts that are purposely aligned has resulted in elevated learning and knowledge for our students. Networking with my peer coaches and designing professional development sessions as a team has helped me grow as a coach, and it gives me a great appreciation for my colleagues and my profession.

Allison Kruse

R2BR Coach, Dickson County


February 2017 Coach of the Month



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READ TO BE READY



75 percent of Tennessee students
reading on grade level **by 2025**

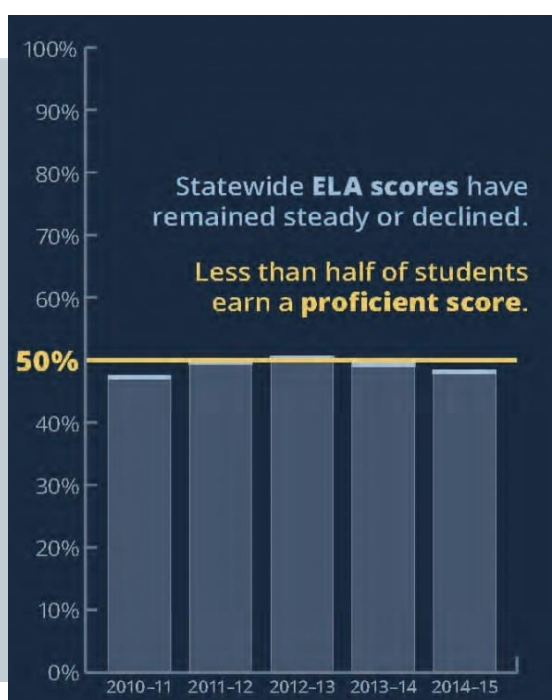
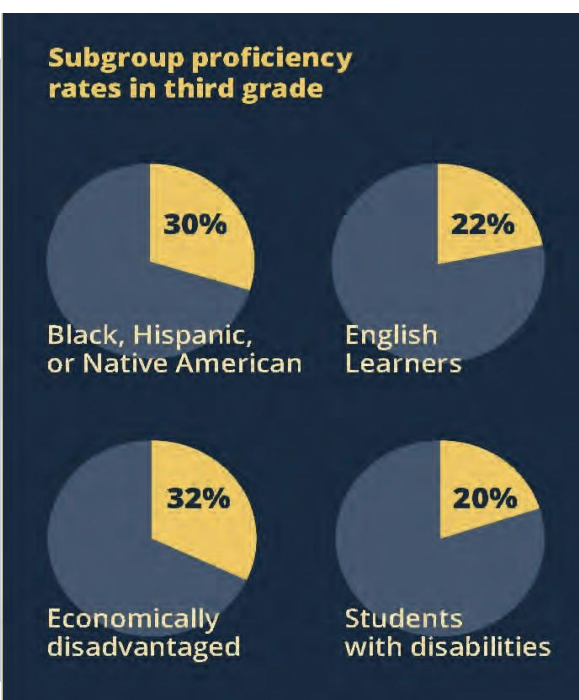
Read to be Ready Coaching Network

Why should we focus on K-3 reading?

Tennessee has made tremendous gains in student achievement over the past decade. Tennessee's performance on the National Assessment of Education Progress (NAEP) has risen to a level where the goal of becoming one of the top 25 states in the nation is within reach. In the past few years, student results on the Tennessee Comprehensive Assessment Program (TCAP) have improved in grades 3-8 math, grades 3-8 science, high school math, high school science, and high school English.

However, elementary reading remains a challenge. On these same assessment measures, results in grades 3-6 English language arts have stagnated or declined, with fewer than half of Tennessee students meeting grade-level benchmarks. The results are even worse for our state's underserved populations, with only 32 percent of economically disadvantaged students and 20 percent of students with disabilities reading proficiently. These results bear short-term consequences for students' grade-level learning, but the long-term impact of low reading achievement is also significant. Research shows that the vast majority of students who fail to learn how to read early continue to fall behind in school each subsequent year. In fact, students reading below grade level in third grade are four times less likely to graduate from high school by age 19.

Fortunately, with high expectations and effective instruction, students in grades K-3 can become proficient readers who think critically about texts, who write and speak with understanding, and who love to read. Improving reading instruction in grades K-3 is a valuable investment and prepares students for a future of academic, personal, and professional success.



Why focus on a statewide reading coach network?

To achieve the dramatic academic growth we're aiming for, schools and districts need a high-impact, sustainable plan of support that is proven to work. Sit-and-get workshops and one-size-fits-all curriculum sets are not sufficient in supporting the complex work of teaching students to read. Rather, teachers need a differentiated system of over-time support, rooted in our state's academic standards. Research studies show that a positive and significant correlation exists between teachers who receive reading coaching and their students' achievement gains.¹ Furthermore, school and district reading coaches are able to provide the kind of ongoing, job-embedded professional support that is needed for continuous learning and sustained application.² This type of support is only possible at the school or district level. That is why the department has committed to creating a new type of partnership with districts to support this work through the Read to be Ready coaching network.

In 2016, the first cohort of the Read to be Ready coaching network began the work of improving literacy instruction in K-3 classrooms across the state. Over 200 literacy coaches in 83 districts received training and began working with selected teachers in their districts. District Read to be Ready coaches are currently working with more than 2,500 K-3 teachers across the state, and we are already seeing positive changes as a result of their efforts.



¹ Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48.

Biancarosa, G., Bryk, A. S., & Dexter, E. R. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The elementary school journal*, 111 (1), 7-34.

² Knight, J., & Cornett, J. (2009). Studying the impact of instructional coaching. *Manuscript. University of Kansas Center of Research on Teaching*.

Our Theory of Action

The purpose of any professional learning is to improve teachers' understanding of content and student learning with the aim of improving instructional practice. Read to be Ready coaches must be equipped with deep knowledge of reading instruction to effectively lead reading professional learning opportunities for teachers in the district. To that end, we offer training for coaches that is focused and sequenced to build their literacy knowledge, concentrating on one topic for each of six semesters. Reading coach consultants in each region guide district Read to be Ready coaches in strong coaching techniques through direct instruction, modeling, side-by-side coaching, and an observation/reflection cycle.

District Read to be Ready coaches lead reading professional development each semester for teachers through PLCs, grade-level meetings or by scheduling other time for learning. Read to be Ready coaches follow this direct instruction with support throughout the semester by planning together with teachers, teaching model lessons, co-teaching, or observing teachers and providing feedback. Teachers learn and implement the literacy content through the "learn & plan, apply, reflect, refine/extend, and evaluate" coaching cycle. This focus on one topic at a time allows teachers to incorporate their new learning into existing frameworks and to refine their practice as they go, changing practice and building capacity.

The ultimate goal of the Read to be Ready coaching network is improved student achievement. Through a consistent, focused coaching process, teachers are equipped with understanding of reading instruction and apply their learning effectively so that students have a rich literacy learning experience. Our goal is to ensure student reading proficiency by building students' conceptual knowledge through **listening to, reading , thinking, talking,** and **writing about** texts.



Instructional Outcomes

What classroom-level changes will we see as a result of the Read to be Ready Coaching Network?

The three-year Read to be Ready coaching network is organized around **six coaching cycles**, each lasting approximately **one semester** and focused on a **specific instructional outcome**. This model is based on research that shows that deep study of fewer yet connected topics is more likely to lead to consistent changes in practice.³ This kind of focused model will better support teachers in developing the thorough literacy knowledge required to make strategic instructional decisions that lead to greater results for students.

These six instructional outcomes were selected based on a range of data sources, including statewide assessment results, the TNTP literacy landscape study, and district survey responses. These instructional outcomes are aligned with the revised Tennessee Academic Standards and anchored by the instructional shifts for English language arts. Additionally, these instructional outcomes highlight the importance of developing knowledge-based reading competencies, such as comprehension and vocabulary, in addition to skills-based literacy competencies, such as alphabet knowledge and word recognition.⁴

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade-level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

³Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F.. (2002). Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study. *Educational Evaluation and Policy Analysis*, 24(2), 81–112.

⁴Tennessee Department of Education. 2016. Setting the foundation: a report on elementary grades reading in Tennessee.

Supporting the Network

At least *one* reading coach consultant has been placed within each region and works in coordination with the CORE office to support the network. Each reading coach consultant works with approximately 20 district Read to be Ready coaches. Each district Read to be Ready coach is expected to work with approximately 15 teachers in group settings and/or one-on-one. These Read to be Ready coaches are employed by districts and receive training, resources, and a stipend from the department.

Department reading coach consultants

will be based in every regional CORE office and will work with participating districts. They will provide training and support to Read to be Ready coaches in each district.



District Read to be Ready coaches

will meet in cohort groups to receive training and support from the department reading coach consultant. In turn, these district coaches will work directly with teachers in their school or district.



Teachers

will meet with their district Read to be Ready coaches regularly, either through collaborative learning or one-on-one as necessary.



Training and Development

What type of training and ongoing support will Read to be Ready coaches in cohort 2 receive?

Read to be Ready coaches will receive training in high-impact, standards-aligned literacy instruction *and* in the principles and practices of effective coaching. All professional support will be provided by the department.

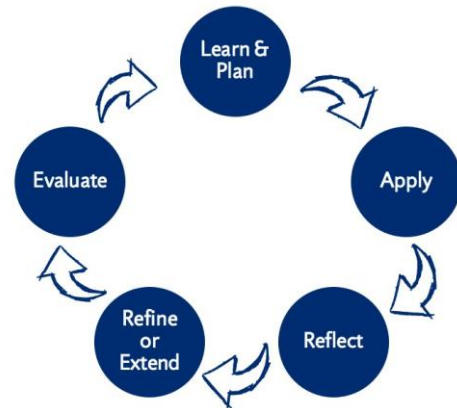
- **Fall and Winter Convening:** Each fall and winter for the next two years, Read to be Ready coaches in cohort 2 will study instructional outcomes 1–4 in depth. Coaches will develop an understanding of how the instructional outcomes fit together into an integrated literacy block and how, together, they support students in meeting grade-level benchmarks. Additionally, coaches will be introduced to the effective coaching principles and practices that will guide their interactions with teachers. These training sessions will provide coaches with a strong foundational understanding of the content that will be covered each semester and will also equip them to begin implementing coaching principles and practices with teachers starting at the beginning of the school year.
- **Final Network Institute:** In the Spring of 2019, Read to be Ready coaches in cohort 2 will receive training in the last two instructional outcomes to prepare them for a third year of professional learning for teachers in their districts.
- **Regional Cohort Meetings:** Coaches will convene in person or virtually for regional cohort meetings 4–5 times a year. Meetings will support coaches as they engage in the coaching cycle and provide opportunities to review and deepen knowledge of the instructional outcomes and coaching principles and practices.
- **Differentiated Support:** Coaches will have opportunities for extended study, practice, and problem solving with reading coach consultants through ongoing, job-embedded coaching support or through virtual collaboration sessions.



The Coaching Cycle

How will Read to be Ready district coaches and teachers work together to achieve the instructional outcomes?

District coaches will lead and support teachers through a **five-part coaching cycle**. The coaching cycle is grounded in principles of collaborative learning but also allows for differentiated and one-on-one coaching as needed. Professional learning for district coaches will be structured in similar cycles to what coaches implement with teachers.



Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade-level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

Principles & Practices of Coaching

What beliefs and actions will guide coaches in their work with teachers?

In addition to deep training in the instructional outcomes, coaches will receive extensive training in the principles and practices of effective coaching. **Coaching principles** include critical mindsets around coaching, while **coaching practices** include the language, tools, and actions coaches use with teachers to build knowledge and improve classroom instruction. The coaching framework is anchored in the following tenets:

- We embrace that being **goal oriented** increases the focus of conversations between coaches and teachers.
- We embrace that coaching conversations will be **driven by evidence** and focused on student learning.
- We embrace that **collaboration** between the coach and the teacher supports the development of a reciprocal relationship.
- We embrace that coaches being **open to voice and choice** honors teacher expertise, builds teacher ownership, and fosters practice improvement.
- We embrace that **reflective practices** enhance the ability to identify strengths, opportunities for growth, and next steps for action.
- We embrace that **modeling, team teaching, and implementation of new practices** creates opportunities for new learning to occur.

Coach and Teacher Experience

What will participation in this network look like for district Read to be Ready coaches?

District Read to be Ready coaches in cohort 2 will **attend the Fall and Winter Convening** with their reading coach consultant and with other Read to be Ready coaches in their cohort. They will also attend an additional week-long training in the Spring of 2019. They will receive ongoing support from their reading coach consultant, either in person, over the phone, or via webinar. Interactions with the reading coach consultant will focus on improving coaching results through reflection, collaborative discussion and problem solving, and resource sharing. On average, Read to be Ready coaches in cohort 2 will likely interact with their reading coach consultant **one to three times each month** in a mix of in-person and distance settings.

Read to be Ready coaches will spend at least **60 percent of their time** engaged in supporting approximately 15 teachers. Coaches lead regular collaborative learning experiences with teachers aligned to the steps of the coaching cycle. These sessions may be differentiated and redelivered to various groups of teachers (e.g., different grade-level teams, teachers at different schools, or teacher leaders).

The **model is designed to be flexible** to the needs of schools and districts. District coaches will need to utilize the professional learning structures already in place at their schools (e.g., PLC meetings, grade-level planning meetings, teacher planning, etc.) and will be supported by the reading coach consultants in developing a long-range plan for delivery of the learning to teachers. This long-range planning supports district coaches in maximizing the existing structures for professional learning by providing a well-defined instructional focus and aligned resources for supporting teachers in improving their practice.

Districts and schools should work closely with their Read to be Ready district coaches to determine the best ways to utilize the remaining 40 percent of their time. Some districts may decide to increase the amount of time coaches spend coaching. Others may set their coaches up to lead other important work, such as teaching Tier II and Tier III intervention groups. While districts are best positioned to make decisions about how coaches spend their time, the department encourages districts to consider how they can take advantage of their Read to be Ready coaches' literacy knowledge throughout the day. Coaches' time is ideally focused on improving reading programs and overall instructional effectiveness and not on administrative tasks. Specifically, Read to be Ready coaches should not be involved in evaluating the teachers they coach, as taking on that responsibility can affect the tone of the coach-teacher relationship.

What will participation in this network look like for teachers?

Through this network, teachers will participate in collaborative learning experiences that build their knowledge of reading and effective literacy practices while also receiving opportunities for one-on-one, ongoing coaching support. While teachers should continue to teach a comprehensive literacy block aligned to academic standards throughout their participation in the network, the instructional outcomes model allows them to focus their reflection and growth on specific high-impact literacy strategies, improving their instruction consistently over time.

Read to be Ready teachers experience professional learning that is unified around the instructional outcomes, providing a common thread that focuses and deepens study. Research shows that this depth-of-study approach, based on a series of coherent topics, is generally more effective for teachers and more likely to lead to positive changes in classroom practice.⁵

Districts should ensure that teachers are poised for success by dedicating the district coaches' time to providing professional learning and support. Acknowledging that reading is a complex task, and that the teaching of reading is equally complex, districts should recognize that the depth of learning needed will require a significant investment of time devoted to this learning. In addition, districts should consider ways to increase opportunities for the participating teachers to have time for collaboration as they plan and implement their learning.



⁵ Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P.. (2007). What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational Research Journal*, 44(4), 921–958.

Guidance for Coach Selection

What kinds of traits and experiences are important for this role?

District leaders should thoughtfully select district Read to be Ready coaches who will represent their districts in this coaching network. The department has created a suite of resources to help with selection of district Read to be Ready coaches. Districts may use these resources to select new district-funded reading coach positions or to select from existing reading coaches for participation in the coaching network. Each participating district in cohort 2 will be eligible to have **one to five coaches** fully participate in the network, which will include reimbursement for all travel costs for training and a stipend for work beyond their general role. If you have existing reading coaches within your district, all or a subset of them are eligible to participate based on district size as outlined in the table below. If you would like to have additional coaches beyond this allocation participate in the network, contact Elizabeth.Norton@tn.gov.

District Size	District Read to be Ready Coach Participants
< 2,999 students	1 coach
3,000-4,449 students	2 coaches
4,500-5,999 students	3 coaches
6,000> students	5 coaches

Selection resources include: a sample email to send to teachers or existing instructional coaches that explains the opportunity and invites them to apply; sample application questions; and a sample evaluation rubric. District leaders should feel free to use all or none of these materials and to tailor them in any way.

Suggested Qualifications:

The ideal candidate is a self-motivated relationship builder with deep knowledge and experience in early reading instruction and some experience in instructional coaching. We suggest that candidates meet the following qualifications:

- Masters degree in relevant field or Reading Specialist certificate (preferred)
- Deep knowledge of literacy development and instruction
- Deep understanding of the Tennessee Academic Standards and the instructional shifts for English language arts
- Experience as a reading coach or reading teacher, with a record of student achievement
- Experience working with adults and an understanding of how adults learn
- Ability to work collaboratively with various stakeholders, including school and district leaders
- Strategic thinker who uses evidence to make decisions
- Strong planning and organizational skills
- Strong oral and written communication skills; active listener
- Enthusiastic about giving and receiving feedback and helping others to learn and grow



Sample Email

Apply to Participate in Read to be Ready Coaching Network

Dear Teachers and Coaches,

Beginning in the 2016- 17 school year, the Tennessee Department of Education launched the statewide Read to be Ready coaching network as a way to provide intensive support and professional learning opportunities for instructional coaches focused on early grades reading. Our district will begin participating in the 2017-18 school year and will send representatives to training. These district reading coaches will experience the content firsthand and then bring the information and materials back to share with the teachers they work with through both group coaching experiences, like PLCs and grade-level team meetings and one-on-one coaching. We are looking for candidates with: a desire to be a leader and model within our district, a deep knowledge of early reading development, and an eagerness to learn and grow professionally.

If you are interested in representing our district as a literacy coach in this network, please complete the following application by **X DATE**. Both current teachers and coaches are eligible to apply; previous coaching experience preferred but not required.

Sincerely,

YOUR NAME

Sample Application or Interview Questions

What to Ask Applicants

- 1) Why do you want to represent our district in the Read to be Ready coaching network?
- 2) Describe an effective literacy lesson. What is the teacher doing? What are students doing? What kind of literacy learning is taking place, and how do you know?
- 3) Describe a time when you had to lead a group of teachers in a learning session. How did you go about planning what you would present/share? How did the presentation go? How do you know if the presentation was successful?
- 4) Describe a time when you made a change in your classroom or coaching practice. What change did you make and why? What were the results, and how did the change impact student learning?
- 5) How have you coached others in the past? What are the qualities of effective coaches? How do you like to be coached?

Read to be Ready District Coach Selection Rubric

Indicator	3	2	1	Notes
Classroom Effectiveness	Individual TVAAS Level 5 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of dramatic student growth (2+ grade levels of gains)	Individual TVAAS Level 3 or 4 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of strong student growth (1–2 grade levels of gains)	Individual TVAAS Level 1 or 2 (3 year or most appropriate) in this subject; <i>OR</i> Evidence of less than expected student growth (less than 1 grade level of gains)	
Experience in Early Reading Instruction	<ul style="list-style-type: none"> Experience and record of success in early elementary reading instruction Deep and thorough understanding of how children learn to read 	<ul style="list-style-type: none"> Experience and record of success in early elementary reading instruction Understanding of how children learn to read 	<ul style="list-style-type: none"> Limited or no experience or success in early elementary reading instruction Limited understanding of how students learn to read 	
Experience as a Facilitator and/or Coach	<ul style="list-style-type: none"> Significant prior experience leading teachers or other adult learners Excellent presenter and very clear communicator; forms strong connection with audience Effectively and thoughtfully responds to challenging situations and questions 	<ul style="list-style-type: none"> Some prior experience leading teachers or other adult learners Solid presenter and clear communicator; connects with audience Comfortably responds to challenging situations and questions 	<ul style="list-style-type: none"> No prior experience leading teachers or other adult learners Difficult to communicate with in person, or difficult to understand Has difficulty responding to challenging questions 	
Fit for the Role	<ul style="list-style-type: none"> Passionate about the role Very clearly expresses interest in being a leader and model within the school/district Focused on student learning Expresses belief that all students can be successful 	<ul style="list-style-type: none"> Understands the role Clearly expresses interest in being a leader or model within the school/district Focused on student learning 	<ul style="list-style-type: none"> Interest in the role is implied May be unclear about what the role entails or may express discomfort about being a leader or model within the school/district Interest in position may be driven by motivations other than student learning 	
Enthusiasm for Learning and Continuous Improvement	<ul style="list-style-type: none"> Eager to learn and continuously improve Receives feedback in a positive and professional manner Strong evidence that candidate continuously and independently reflects on students' academic achievement Changes in his or her instruction drastically and positively impact student academic achievement 	<ul style="list-style-type: none"> Open to learning and interested in continuously improving Receives feedback in a positive and professional manner Evidence that this candidate makes changes in their instruction that directly impacts student academic achievement 	<ul style="list-style-type: none"> Lacks interest in learning and somewhat resistant to growth Receives feedback in a reluctant, negative, or unprofessional manner Reflection is limited and/or unrelated to changes in student academic achievement 	

Monitoring and Evaluation

What information will we collect, and how will we measure our progress?

We will track progress toward each step of our theory of action using the measures listed below:

- Coach and teacher content knowledge survey
- Coach training satisfaction surveys
- Teacher satisfaction surveys of coach support
- Classroom observations
- Assessments of student achievement and learning, including de-identified student work

The department will use this information to monitor the statewide coaching network and make ongoing improvements, not to evaluate particular coaches, teachers, or districts. We will use the collected data to ensure that the Read to be Ready coaching network is on track to increase student learning and literacy achievement across the state.



Commitments and Roles

How will the department and districts work together to ensure the efficacy of this program?

As districts consider their participation in the Read to be Ready coaching network, they can expect to receive support from the department, and should also be prepared to make commitments on their end.

The department will...

- Provide training and materials for participating district Read to be Ready coaches, including a stipend and reimbursement for travel costs.
- Provide role-specific training related to supporting Read to be Ready coaches for supervisors of instruction and principals. Training and materials will be provided free of cost and travel expenses will be reimbursed for Read to be Ready-specific training.
- Integrate literacy-related information into existing professional learning opportunities for administrators to support the vision for Teaching Literacy in Tennessee.
- Provide additional funding to participating districts to purchase materials to support the network.

In return, districts will...

- Be committed to coaching to support teachers.
- Agree that participating instructional coaches will:
 - commit at least 60 percent of total time to coaching; and
 - work with approximately 15 teachers, ideally with the same cohort for the three years of the project.
- Provide scheduled time for coaches to work with groups of grades K–3 reading teachers. This time can be in pre-existing structures (e.g., PLCs or grade-level planning meetings).
- Partner with the department in monitoring, reflecting, and continuously improving the coaching model and support.
- Provide participating district literacy coaches, principals, and supervisors of instruction release time to attend trainings and meetings related to the project.

Read to be Ready coaches will...

- Attend the Fall and Winter Convening.
- Participate in ongoing support with the reading coach consultant through in-person coaching, learning sessions, or virtual trainings.
- Identify approximately 15 grades K–3 teachers to work with in small group and one-on-one coaching sessions.
- Collect and analyze samples of lesson plans and artifacts of teacher planning and instruction and student work.
- Spend a minimum of 60 percent of their time on coaching activities as related to the Read to be Ready coaching network.
- Develop positive relationships with a focus on improving teacher practice, not conducting observations for formal evaluation purpose.

Timeline for Department and District Action

Month	Department Action	District Action
May	<ul style="list-style-type: none"> Release Planning Guide for cohort 2 	<ul style="list-style-type: none"> Learn about the Ready to be Ready coaching network
June	<ul style="list-style-type: none"> Host Read to be Ready informational webinar for Cohort 2 	<ul style="list-style-type: none"> Organize or amend budgets to ensure Read to be Ready district coaches are staffed and available to participate in the program Begin selection of district Read to be Ready coaches to participate in the program
July	<ul style="list-style-type: none"> Open ePlan registration process Release ePlan mini-grant applications 	<ul style="list-style-type: none"> Districts participating in the Read to be Ready coaching network cohort 2 formally commit to participation and sign a Statement of Assurances Complete mini-grant applications to receive additional resources or funding that support participation in the Read to be Ready coaching network
Aug.	<ul style="list-style-type: none"> Host Fall Convening Provide ongoing support to district Read to be Ready coaches as they prepare to lead their first coaching cycle 	<ul style="list-style-type: none"> District Read to be Ready coaches participate in the Fall Convening
Sept.	<ul style="list-style-type: none"> Provide ongoing support to district Read to be Ready coaches as they lead their first coaching cycle 	<ul style="list-style-type: none"> Participate in first coaching cycle with teachers in schools Receive and dispense mini-grant resources and funding